



Calhoun School District

203 Richland Avenue

St. Matthews, South

Grades PK-12 District

Enrollment 1,699 Students

Superintendent James K. Westbury 803-655-7310

Board Chair Thomas Arant 803-874-2759

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Average	Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Average	Excellent

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

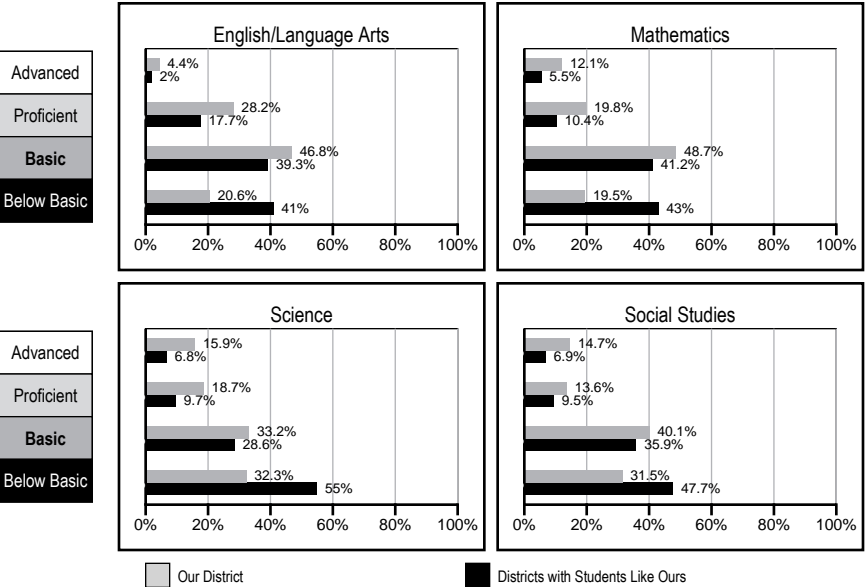
96.4%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	7	11

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	72.7	73.6	81.0	61.7	66.2	70.0
Passed 1 subtest	13.2	14.5	13.8	17.0	17.7	15.8
Passed no subtests	14.0	11.8	5.2	21.3	16.1	14.2

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	72.7	58.6
English 1	49.2	44.2
Physical Science	23.1	30.3
All Subjects	57.5	45.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=1,699)				
First graders who attended full-day kindergarten	96.4%	Up from 92.5%	100.0%	98.9%
Retention rate	6.2%	Up from 3.9%	5.4%	4.0%
Attendance rate	96.3%	Up from 96.1%	95.3%	95.6%
Eligible for gifted and talented	8.7%	Up from 5.6%	6.0%	11.4%
With disabilities other than speech	9.2%	Up from 6.3%	10.6%	10.5%
Older than usual for grade	4.5%	Up from 2.8%	6.8%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Up from 0.3%	1.1%	0.8%
Enrolled in AP/IB programs	0.0%	Down from 5.6%	6.0%	10.3%
Successful on AP/IB exams	N/A	N/A	23.7%	56.0%
Eligible for LIFE Scholarship	25.0%	Down from 27.1%	25.9%	31.1%
Enrolled in adult education GED or diploma programs	51	Down from 52	37	48
Completions in adult education GED or diploma programs	27	Down from 34	15	27
Annual dropout rate	3.5%	Up from 2.0%	4.3%	3.8%
Teachers (n=134)				
Teachers with advanced degrees	54.5%	Up from 53.4%	53.0%	54.8%
Continuing contract teachers	80.6%	Down from 84.2%	64.9%	73.9%
Teachers with emergency or provisional certificates	4.8%	Up from 3.4%	14.3%	5.0%
Teachers returning from previous year	86.0%	Down from 86.4%	84.2%	88.8%
Teacher attendance rate	93.5%	Down from 94.3%	94.6%	94.9%
Average teacher salary	\$46,295	Up 4.7%	\$42,844	\$45,107
Vacancies for more than nine weeks	0.0%	Down from 0.8%	1.3%	0.5%
Professional development days/teacher	12.4 days	Up from 10.7 days	16.9 days	15.2 days
District				
Superintendent's years at district	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 19.4 to 1	18.7 to 1	20.2 to 1
Prime instructional time	88.8%	Down from 89.0%	87.9%	89.1%
Dollars spent per pupil*	\$10,919	Up 5.6%	\$9,684	\$8,666
Percent of expenditures for teacher salaries*	47.7%	Down from 49.4%	48.3%	53.1%
Percent of expenditures for instruction*	49.8%	Down from 51.5%	52.4%	56.5%
Opportunities in the arts	Good	Up from Fair	Excellent	Excellent
Parents attending conferences	85.2%	Up from 81.5%	94.5%	98.2%
Number of schools	4	No Change	5	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	4.9%	Up from 4.2%	4.6%	4.3%
Average age in years of school facilities	20 Years	No Change	31 Years	26 Years
Number of schools with SACS accreditation	4.0	No Change	4.0	8.0
Average administrator salary	\$82,341	Up 2.5%	\$71,370	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	102	96.1%	388	55.7%	112	90.2%	Yes
Gender							
Male	46	97.8%	193	52.8%	51	92.2%	N/A
Female	56	94.6%	194	58.8%	61	88.5%	N/A
Racial/Ethnic Group							
White	18	100.0%	66	66.7%	18	88.9%	N/A
African American	81	95.1%	317	53.0%	90	91.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	16	12.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	90	95.6%	315	52.1%	97	91.8%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	96.1%	88.7%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	112	189
Number of Diplomas	101	135
Rate	90.2%	72.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	440	410	449	441	439	417	888	851		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	14.7	15.0	17.3	17.4	16.0	15.6	17.3	15.8	16.4	16.0
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	7.4 per board member
Percent New Trustees Completing Orientation	0.0%

District Superintendent's Report

2007-2008 was a very good school year for Calhoun County School District, which included a couple of notable milestones in the areas of No Child Left Behind and National Recognition. In the area of No Child Left Behind, three of our four schools made Adequate Yearly Progress (AYP), giving us the highest percentage of schools meeting AYP in the State, at 75%.

In the area of National Recognition, Calhoun County High School was recognized by U.S. News and World Reports as one of the best high schools in the nation. Only fifteen South Carolina high schools were selected for this honor.

In the area of athletics, we also experienced success, with most of our teams making the playoffs. Our basketball team won their third straight state championship, and set the record for the most consecutive wins in state history.

For the coming year, adult education will be offered through Orangeburg Calhoun Tech along with the three Orangeburg Districts. In the area of vocational offerings, we have had to eliminate a few programs at Calhoun County High due to small enrollments, while actually expanding our student's opportunities through agreements with OCTECH and Orangeburg Consolidated Five's Technology Center. Students will now be able to follow many more career paths than we have been able to offer, and in some cases they will be able to earn college credit as well as high school credit for their courses. These are exciting changes for our students as they prepare for their future careers.

After a year of intense planning, we have begun construction on our new K-8 and Sandy Run Schools. We expect the construction to take about a year and plan to move into the new schools in 2009. At the same time, plans are being finalized for the overall renovations and additions at Calhoun County High School.

Let me close by saying that, as many of you are experiencing the problems related to a severely tightening economy, our school district is also experiencing many of those same problems. From the rising cost of fuel to run buses and vehicles, to the rising cost of food for the cafeterias, to lower revenues due to smaller enrollments, we are forced to make adjustments in the way our schools operate. Despite these financial challenges, we remain committed to providing the best possible educational services to the students of our district. We must make our operations as efficient and effective as possible. Through proper planning and stewardship we can make our school district one of the best in the state. We look forward to serving you as we face and conquer these challenges. Thank you for your understanding and support as we move forward.

No Child Left Behind

District Adequate Yearly Progress

No

This district met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

N/A

Title I Schools' School Improvement Status

School	Status
John Ford Middle	RP-DELAY

The Calhoun School District consists of 4 public schools with 1 of these schools, or 25%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	722	100.0	20.6	46.8	28.2	4.4	45.9	48.2	Yes	Yes
Gender										
Male	350	100.0	28.3	45.5	22.8	3.4	35.1	41.7	N/A	N/A
Female	372	100.0	13.6	47.9	33.1	5.4	55.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	155	100.0	17.0	31.9	43.0	8.1	62.2	60.0	Yes	Yes
African American	543	100.0	22.3	51.3	23.1	3.3	40.4	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	24	100.0	4.3	30.4	56.5	8.7	73.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	84	100.0	46.7	34.7	12.0	6.7	30.7	16.0	Yes	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	19	100.0	N/A	33.3	61.1	5.6	77.8	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	632	100.0	20.9	47.7	27.2	4.2	44.2	34.0	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	722	100.0	19.5	48.7	19.8	12.1	47.2	45.8	Yes	Yes
Gender										
Male	350	100.0	25.5	45.5	16.6	12.3	42.8	45.6	N/A	N/A
Female	372	100.0	13.9	51.6	22.7	11.9	51.3	45.9	N/A	N/A
Racial/Ethnic Group										
White	155	100.0	12.6	37.0	24.4	25.9	62.2	59.0	Yes	Yes
African American	543	100.0	21.7	52.7	18.3	7.3	41.5	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	24	100.0	8.7	26.1	26.1	39.1	87.0	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	84	100.0	44.0	38.7	5.3	12.0	26.7	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	19	100.0	5.6	22.2	27.8	44.4	94.4	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	632	100.0	20.2	48.9	19.4	11.5	46.0	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	467	99.6	32.1	33.3	18.7	15.9	34.6	35.7	96.2	96.1
Gender										
Male	231	99.6	34.8	31.0	16.7	17.6	34.3	37.4	95.8	96.0
Female	236	99.6	29.6	35.4	20.6	14.3	35.0	33.8	96.5	96.3
Racial/Ethnic Group										
White	104	100.0	15.7	21.3	31.5	31.5	62.9	49.2	95.2	96.0
African American	349	99.4	37.6	36.4	15.2	10.9	26.1	17.0	96.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.0	N/A	97.3
Hispanic	14	100.0	7.1	35.7	21.4	35.7	57.1	24.9	96.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status										
Disabled	46	97.8	60.0	22.5	N/A	17.5	17.5	14.0	95.0	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	85.4	96.4
Limited English Proficient										
Limited English	12	100.0	8.3	41.7	25.0	25.0	50.0	24.4	96.8	96.8
Socio-Economic Status										
Subsided meals	417	99.5	32.9	34.2	17.9	15.0	32.9	21.1	96.1	95.6

Social Studies

All Students	469	99.6	31.4	40.2	13.6	14.8	28.4	34.0	96.2	96.1
Gender										
Male	227	99.6	33.6	38.4	10.9	17.1	28.0	36.6	95.8	96.0
Female	242	99.6	29.3	41.9	16.2	12.7	28.8	31.3	96.5	96.3
Racial/Ethnic Group										
White	99	100.0	16.1	35.6	16.1	32.2	48.3	44.5	95.2	96.0
African American	351	99.4	36.1	42.4	13.1	8.4	21.5	19.1	96.5	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	19	100.0	16.7	22.2	11.1	50.0	61.1	27.5	96.1	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status										
Disabled	55	98.2	42.6	40.4	4.3	12.8	17.0	14.4	95.0	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	85.4	96.4
Limited English Proficient										
Limited English	16	100.0	13.3	13.3	13.3	60.0	73.3	27.3	96.8	96.8
Socio-Economic Status										
Subsided meals	407	99.5	31.5	41.2	13.9	13.4	27.3	21.0	96.1	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	121	100.0	9.9	28.8	54.1	7.2	61.3
	4	145	99.3	23.7	48.2	24.5	3.6	28.1
	5	133	99.3	30.7	50.4	18.1	0.8	18.9
	6	93	97.9	35.6	37.9	20.7	5.7	26.4
	7	138	100.0	42.1	40.5	17.5	N/A	17.5
2008	8	137	98.5	40.3	45.7	8.5	5.4	14.0
	3	129	100.0	7.3	25.2	50.4	17.1	67.5
	4	122	100.0	10.8	40.5	47.7	0.9	48.6
	5	147	100.0	18.1	61.6	18.8	1.4	20.3
	6	105	100.0	31.3	50.5	16.2	2.0	18.2
2008	7	93	100.0	16.1	55.2	25.3	3.4	28.7
	8	126	100.0	40.8	48.3	10.0	0.8	10.8
Mathematics								
2007	3	121	100.0	10.8	44.1	30.6	14.4	45.0
	4	145	99.3	22.3	43.9	19.4	14.4	33.8
	5	133	99.3	19.7	57.5	16.5	6.3	22.8
	6	93	98.9	21.8	50.6	18.4	9.2	27.6
	7	138	100.0	31.0	53.2	11.1	4.8	15.9
2008	8	137	98.5	40.3	49.6	7.0	3.1	10.1
	3	129	100.0	8.9	43.1	24.4	23.6	48.0
	4	122	100.0	9.9	45.0	26.1	18.9	45.0
	5	147	100.0	15.9	49.3	21.7	13.0	34.8
	6	105	100.0	21.2	48.5	23.2	7.1	30.3
2008	7	93	100.0	28.7	58.6	9.2	3.4	12.6
	8	126	100.0	35.0	50.0	11.7	3.3	15.0
Science								
2007	3	61	100.0	25.5	38.2	27.3	9.1	36.4
	4	145	99.3	37.2	34.3	12.4	16.1	28.5
	5	65	100.0	48.4	25.8	9.7	16.1	25.8
	6	45	100.0	64.3	26.2	9.5	N/A	9.5
	7	138	97.8	46.3	35.8	15.4	2.4	17.9
2008	8	68	100.0	56.3	32.8	9.4	1.6	10.9
	3	63	98.4	13.6	30.5	30.5	25.4	55.9
	4	122	100.0	13.5	36.9	24.3	25.2	49.5
	5	74	98.7	47.8	28.4	13.4	10.4	23.9
	6	53	100.0	76.0	16.0	4.0	4.0	8.0
2008	7	93	100.0	24.1	42.5	19.5	13.8	33.3
	8	62	100.0	42.4	35.6	13.6	8.5	22.0
Social Studies								
2007	3	62	100.0	5.6	27.8	50.0	16.7	66.7
	4	145	98.6	21.3	46.3	18.4	14.0	32.4
	5	69	98.6	39.1	40.6	10.9	9.4	20.3
	6	48	95.8	31.8	54.5	9.1	4.5	13.6
	7	138	97.8	55.3	36.6	4.9	3.3	8.1
2008	8	69	97.1	54.1	45.9	N/A	N/A	N/A
	3	66	100.0	4.8	25.4	30.2	39.7	69.8
	4	121	100.0	13.6	48.2	21.8	16.4	38.2
	5	73	98.6	42.3	32.4	9.9	15.5	25.4
	6	52	98.1	56.3	35.4	2.1	6.3	8.3
2008	7	93	100.0	39.1	42.5	10.3	8.0	18.4
	8	64	100.0	47.5	50.8	N/A	1.6	1.6

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	118	98.3	7.9	35.1	45.6	11.4	72.8	69.7	Yes	Yes
Male	62	98.4	8.3	38.3	45.0	8.3	71.7	64.6	N/A	N/A
Female	56	98.2	7.4	31.5	46.3	14.8	74.1	74.8	N/A	N/A
White	22	90.9	15.8	15.8	31.6	36.8	68.4	81.7	I/S	I/S
African American	94	100.0	6.5	38.7	48.4	6.5	74.2	53.6	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	25.2	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	98	98.0	9.6	36.2	47.9	6.4	71.3	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	118	98.3	15.8	43.0	26.3	14.9	56.1	67.2	Yes	Yes
Male	62	98.4	11.7	48.3	28.3	11.7	56.7	66.3	N/A	N/A
Female	56	98.2	20.4	37.0	24.1	18.5	55.6	68.0	N/A	N/A
White	22	90.9	15.8	36.8	15.8	31.6	63.2	79.6	I/S	I/S
African American	94	100.0	16.1	43.0	29.0	11.8	55.9	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	8	I/S	I/S	I/S	I/S	I/S	I/S	23.8	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	2	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	98	98.0	18.1	45.7	25.5	10.6	51.1	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	111	94.6	87.4	5.4	1.8	N/A	N/A	N/A	N/A	N/A
Male	62	93.5	88.7	4.8	N/A	N/A	N/A	N/A	N/A	N/A
Female	49	95.9	85.7	6.1	4.1	N/A	N/A	N/A	N/A	N/A
White	20	85.0	60.0	20.0	5.0	N/A	N/A	N/A	N/A	N/A
African American	90	96.7	93.3	2.2	1.1	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	95	93.7	87.4	4.2	2.1	N/A	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	110	100.0	13.1	34.6	29.9	22.4	65.4	70.7
	2008	118	98.3	7.9	35.1	45.6	11.4	72.8	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2007	110	100.0	25.2	27.1	28.0	19.6	54.2	62.2
	2008	118	98.3	15.8	43.0	26.3	14.9	56.1	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	6.1%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.0%	0.0%	No
Student attendance rate, grades K-8	96.3%	94.0%	Yes

* Or greater than last year